

# Hunmanby Primary School

Priest Close, Hunmanby, Filey, North Yorkshire, YO14 0QH

**Inspection dates** 4–5 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a happy and caring school. Pupils thrive in the purposeful learning environment.
- Pupils' behaviour in the classroom and around the school is good. They have very positive attitudes to their learning and this is helping to accelerate their progress. Pupils feel safe and their attendance is above average.
- From their below-average starting points, pupils make good progress in their learning and, by the end of Year 6, they attain broadly average standards in all subjects.
- Teaching is good and increasingly outstanding. In lessons, pupils are interested in purposeful activities within a calm and respectful environment.
- Children in the Early Years Foundation Stage settle quickly to school life and get off to a good start with their learning.
- Effective support for disabled pupils, those with special educational needs and those who are known to be eligible for support through pupil premium funding helps them to do as well as their classmates and achieve well.
- Reading is a particular strength because phonic skills (how letters link to the sounds they make) are taught well and every pupil practises them regularly.
- School leaders, led by the newly appointed headteacher, managers and governors have a strong desire to bring about continuous improvement in teaching and learning. Staff are fully behind the leadership and are equally committed to achieving these shared goals.
- Governors are highly knowledgeable and provide a good level of support and challenge; they contribute strongly to promoting school improvement.

### It is not yet an outstanding school because

- The proportion of pupils attaining standards above national expectations is not yet consistently high enough, especially in mathematics, and so achievement is not outstanding.
- At times, teaching does not challenge pupils well enough, particularly the most able.
- Middle leaders are at an early stage in helping to drive school improvement.

## Information about this inspection

- Inspectors observed teaching in all classes and visited 18 lessons, two were joint observations with the headteacher, and also reviewed the work in pupils' books. In addition, the inspectors made a few short visits to observe pupils in small-group support sessions, and also heard pupils from Year 2 and Year 6 read. A whole-school assembly was also observed.
- Inspectors held discussions with the headteacher, senior leaders, subject leaders, staff, representatives of the governing body, a local authority representative and a number of parents.
- Inspectors spoke informally to pupils in lessons and around the school, as well as having two more-formal meetings with groups of pupils from Key Stages 1 and 2.
- The inspectors observed the work of the school and looked at a range of documents including: the school's own information about pupils' progress; planning; the monitoring of learning and teachers' performance; organisation of the curriculum; records relating to behaviour and attendance; safeguarding information; and the minutes of governing body meetings.
- Inspectors also took account of the 50 responses to the online survey (Parent View), and 20 responses to the inspection questionnaire for staff.

## Inspection team

Peter Bailey, Lead inspector

Additional Inspector.

Lynne Davies

Additional Inspector.

Jan Lomas

Additional Inspector.

## Full report

### Information about this school

- Hunmanby Primary is an average-sized primary school. The number of pupils on roll has risen rapidly with a 20% increase in the school population in the current school year.
- Almost all pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is extremely small.
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is in line with the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils that moves into or out of the school, other than at the usual times, is above average.
- In 2013, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher was appointed to the school in September 2013.

### What does the school need to do to improve further?

- Accelerate further the rate of progress pupils make and so raise attainment by:
  - ensuring that teachers always have high expectations of pupils and, in particular, increase the level of challenge for the most able so that a greater proportion does well
  - developing further the emphasis upon mathematics
  - continuing the focus on improving boys' skills, particularly in writing.
- Increase the effectiveness of leadership and management by:
  - promoting further the potential of subject and phase leaders in supporting school improvement by ensuring they have more opportunities to monitor the quality of teaching, identify outstanding practice and share this to help develop teaching skills
  - ensuring that performance-management targets are more specifically matched to teachers' roles and areas of responsibilities.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with levels of skills and abilities which are lower than those typical for their age, especially in the early skills of reading, writing and personal and social development. In the safe, caring and happy area, children settle quickly and make good progress due to the high-quality provision and the teaching they receive. By the end of Reception Year, all groups of children have reached a good level of development in their learning. Their attainment is much closer to the national average by the end of the Early Years Foundation Stage.
- Pupils continue to make good progress in Key Stage 1. By the end of Year 2, pupils' attainment is consistently well-above average in all subjects.
- Pupils' phonics skills develop quickly and pupils are able to apply these skills to help them read and write. The 2013 Year 1 phonics screening check showed that these pupils' skills were slightly above the national average. Reading has a high profile in the school and a good range of resources support this. Pupils express an enjoyment in reading and Year 6 pupils talk enthusiastically about their favourite authors and the books they prefer.
- In 2013, the school did not meet the government's current floor standards at Key Stage 2. Although pupils made the expected rates of progress in reading, writing and mathematics, pupils' outcomes at the end of Year 6 remained below the national average because of the very low individual starting points for this group of pupils. However, this is not a typical picture within the school as historic data show.
- Work in pupils' books, supported by the detailed and rigorous school tracking data, show that progress is good and levels of attainment for all groups of pupils, including those who are most able, in Years 3 to 6, are consistently above age-related expectations. Pupils' outcomes are better in reading and writing, but not as strong in mathematics, where a lower proportion makes better than expected progress. The school has recently introduced additional measures to further accelerate progress in mathematics. The attainment and progress of girls has been better than boys, particularly in writing skills in Key Stage 2.
- The school is raising the attainment of the most able pupils by grouping pupils based on their abilities in English and mathematics. This is starting to help more of the most able to reach their potential.
- The pupil premium funding is effectively allocated to improve achievement by supporting one-to-one tuition, providing reading support and other extra help for those pupils entitled to this support. The school's robust tracking systems help staff to check closely the progress of these pupils, and data show that this additional support is very successful in raising their achievement. Pupils known to be eligible for free school meals do as well as other pupils in the school as there are no significant differences in their progress and attainment in English and mathematics. The school promotes equality of opportunity well.
- Disabled pupils and those with special educational needs make good progress, particularly in reading, because of the impressive support they receive from highly skilled teaching assistants both within and outside the classroom. A parent commented that she had recently moved her son to the school because of the high quality of care and provision for pupils with learning difficulties.
- Highly effective support is given to an increasing number of pupils who join the school part way through Key Stages 1 or 2, so that they too make good progress. Their individual needs and circumstances are taken into account and parents appreciate this.

### The quality of teaching is good

- Pupils in all year groups learn well due to good, and sometimes outstanding, teaching. Pupils made good progress in almost all the lessons seen during the inspection, and work in pupils' books shows that teaching is good over time. However, the high-quality practice in these lessons

is not disseminated sufficiently to support the development of outstanding teaching across the school.

- Excellent relationships within the classroom ensure pupils have a good attitude to their work and learn new skills quickly and confidently.
- In the Early Years Foundation Stage, teaching is of a consistently good quality in providing the children with a wide range of stimulating and imaginative activities, both in the classroom and outdoors. There is a good balance of activities that are adult led and those which children choose for themselves. The highly effective use of children's 'Learning Journals' creates excellent partnership opportunities between school and home, which powerfully supports learning.
- Teachers have a clear focus on improving pupils' reading skills. Regular phonics sessions and guided reading activities further support the development of pupils' reading skills and love of books.
- Teachers in all year groups keep detailed assessments of what pupils already know in order to plan new learning for pupils of all abilities. This is recorded in the front of pupils' books so that they know the current levels at which they are working and their targets. Pupils use these to focus on their learning, and monitor their own progress. However, at times, the work set does not always provide challenge or sufficiently stretch the most able pupils, denying them the opportunity to apply their range of skills or deepen their thinking and knowledge.
- Work in pupils' books is extremely well presented. School leaders have revised the marking policy, which has raised the quality and consistency of marking in terms of pupils' awareness of how to improve their work further.
- Teachers have good subject knowledge and the majority of lessons are planned well to build on previous learning. For example, in Year 6 mathematics, the teacher skilfully developed pupils' knowledge of percentages through a real-life, problem-solving exercise.
- Open-ended questioning allows pupils to explain their reasoning and this further extends their learning and understanding.
- The highly effective use of information and communication technology in lessons powerfully promotes learning. In a Year 2 lesson on reflective symmetry, the skilful use of laptops and the interactive whiteboard totally captivated and enthused pupils, promoting outstanding learning.
- Teaching assistants make a positive contribution to support the learning of all pupils, especially those who may need a little extra help. This effective support builds pupils' confidence and enhances their basic skills so they play a full part in lessons and make good progress.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils' attitudes to learning are extremely positive. They are enthusiastic in class and engage in their learning well. The relationships in the classroom are excellent, pupils work well together and also with adults.
- The school provides a nurturing environment where adults model positive relationships so that pupils thrive and grow in confidence.
- Pupils' behaviour around the school is good. They are polite and show consideration and respect for each other. Pupils have a good awareness of the school's code of conduct, which is consistently applied by all staff and pupils. As a result there have been no exclusions in recent years.
- Pupils play a significant role in the school. They take on a wide range of responsibilities, helping to build their maturity, confidence and social skills. These include being representatives on the school council, ensuring pupils' views are heard, and as sports' leaders who organise activities at lunchtime.
- The school's work to keep pupils safe and secure is good. All the pupils spoken to commented that they feel extremely safe and secure in school. One pupil commented, 'I feel safe because teachers are very caring.' Pupils talk with a good understanding about dangers of using the

internet inappropriately.

- Pupils know of different forms of bullying. They say, and school records confirm, that bullying is rare, and when it does happen the pupils are confident that the staff manage this well. One pupil commented, 'We used to have bully busters in the playground, but we don't need them now.'
- Pupils say they enjoy coming to school. Their attendance reflects this as it is consistently above the national average. The school has greatly reduced the number of pupils who are persistent non-attenders to well-below the national average.
- In their responses to the inspection questionnaires, all staff, and an overwhelming majority of parents, agree that pupils are happy, well behaved and safe in school.

## **The leadership and management** are good

- The school is very well led by the headteacher. Since his appointment, he has given clear direction, focus, and commitment in driving the school's continued improvement. This sets the tone for the work of the whole school community.
- The headteacher is held in high regard by staff, pupils and parents. Staff express a high level of confidence in his leadership. Their morale is high and teamwork across the school is strong. One member of staff commented in the staff questionnaire, 'Our school is led by a positive, forward-thinking leader.'
- Senior leaders are aware of the need to improve the quality of teaching still further for it to become outstanding. They carefully track pupils' progress and check the quality of teaching and use the information to ensure that planning for improvement is founded on good evidence and data.
- Recent changes in the leadership team, and its structure, have greatly improved the effectiveness of leadership overall. These changes are looking to broaden the scope of responsibility of middle leaders. However, the roles and responsibilities of the subject leaders are not yet fully developed. There is not yet a sufficient delegation of responsibility and involvement of these middle leaders in conducting lesson observations and the sharing of good practice. The impact of these changes is not yet evident on pupils' progress.
- The system for performance management is well organised and valued by staff. The link between salary progression and pupils' achievement is understood by staff, and more is expected of those teachers on the upper pay scale. Individual targets and professional development are linked to the standards of teaching and pupils' progress. Where teaching is identified as requiring improvement, additional support is provided to further improve the quality of teaching.
- However, performance-management targets are not specifically linked to teachers' roles and areas of responsibilities in order to increase accountability and promote pupils' progress.
- The curriculum matches most of the pupils' needs and abilities well, providing stimulating activities and enhancing their learning experiences. Pupils in a Year 1 class were enthusiastically engaged in a gardening project to cultivate a fruit and vegetable box as part of a Yorkshire Agricultural Society competition. This was linked to their work in science, and their numeracy and literacy development. During the inspection, all pupils were involved in an 'art week'.
- Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others. As part of a 'religious education' week, pupils visit places of worship linked to a number of faiths and staff are currently developing links with schools in France and Kuwait. There are many opportunities for pupils to think about and express their feelings and to reflect on their learning and behaviour. This does much to promote their spiritual, moral, social and cultural understanding, which is a strength of the school.
- The school works very effectively with a number of local schools to provide staff with support and share expertise.
- School leaders have successfully developed mutually supportive relationships with parents,

especially in the Early Years Foundation Stage. Parents are overwhelmingly supportive of the school. They speak extremely positively of the staff, saying that they are approachable and know individual pupils well.

- Leaders use the primary school sport funding well to enhance sports provision. It has been used to increase the scope of sports activities available to pupils during and after school, to provide pupils with the opportunity to be coached by a sports specialist and to offer training to develop teachers' expertise. A wide range of sporting opportunities are available to pupils after school. These are well attended and contribute to the pupils' health and well-being. The school is looking to become a leading sports school and to share its expertise with local schools.
- Policies and procedures for safeguarding are exemplary. The knowledge and skills of staff are kept up to date through regular and rigorous training.
- The local authority provides an appropriate level of support for this good school and for the headteacher during his first year in post.
- **The governance of the school:**
  - The governing body is exceptionally supportive of all aspects of the work of the school; they are knowledgeable, ambitious and approachable. They are highly committed and very well informed about the school. Governors use statistical information astutely to check the school's performance in relation to other schools nationally. They have a clear overview of safeguarding in the school and ensure that statutory requirements are met.
  - The governors play a critical role in challenging plans for improvement and setting rigorous targets for the headteacher. They know what is being done to reward good teachers and to tackle any underperformance.
  - Governors check teachers' performance and pupils' progress, paying particular attention to the progress made by pupils known to be eligible for support through pupil premium funding. They are fully aware of the priorities for school improvement and monitor progress against the school improvement plan throughout the year. They continuously seek to further their own expertise through additional training in order to become increasingly effective in their role. School finances are managed effectively.



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	121451
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	439911

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	258
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Milnes
<b>Headteacher</b>	Conrad Fox
<b>Date of previous school inspection</b>	3 February 2010
<b>Telephone number</b>	01723 890350
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